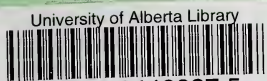


AL.2.2008-303



ASSIGNMENT BOOKLET 6A

Social Studies 7
Module 6: Section 1 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

7

SOCIAL STUDIES

Today and Tomorrow

Assignment Booklet

6A



FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	50	
	50	

Teacher's Comments

Social Studies 7
Module 6: Today and Tomorrow
Assignment Booklet 6A
Section 1 Assignment
ISBN 978-0-7741-2928-2

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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ASSIGNMENT BOOKLET 6A

SOCIAL STUDIES 7: MODULE 6

SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 50 marks out of the total 100 marks for the assignments in Module 6. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing application for many assignment questions. If you use a computer, be sure to attach a printed copy that has been proofread. Include your name, the course name, the module number, and the assignment number on each page.

50

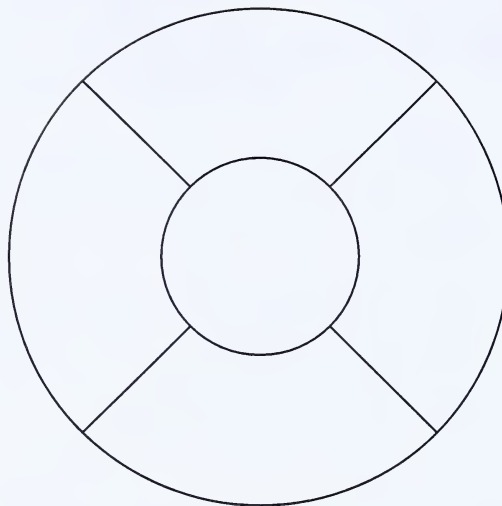
Section 1 Assignment: A New Canada

1. In Lesson 1 you examined some examples of both old and new technologies, and you discussed the positive and negative effects of each one. Return to page 287 of *Voices and Visions* and read Think Ahead question 2 then answer the questions that follow.

4

- a. Choose an example of new technology—other than the vacuum cleaner—from the graphic on page 287 of *Voices and Visions* or select another example of new technology. Write your choice in the centre of the doughnut chart that follows.

Next think about the positive and negative effects of the technology that you've selected. Write your ideas in the outside parts of the following doughnut chart. Think of **two** positive effects and **two** negative effects.



- ① b. How did the new technology benefit you as a Canadian? Explain.

When you've completed question 1, continue where you left off on page 11 in the Student Module Booklet.

- ⑤ 2. In Lesson 2 you examined the rise of industry in Canada. Fill in the blanks to complete the following statements about how the rise of industry affected Canada's economy.

- a. The shift from home-based hand manufacturing to large-scale _____ production became known as the _____. (2 words)
- b. Before the 20th century, Canada's economy was based on selling natural _____. After Confederation, _____ (the transformation from an economy based on natural resources to an economy based on large industries) took place.
- c. Industrialization increased the growth of Canada's _____.

- d. _____, (2 words) business investors, and a large _____ made industrialization possible in Canada.
- e. Building and running _____ created a lot of economic activity.
- f. A negative outcome of industrialization was _____. (2 words)
- g. In Alberta, children under the age of _____ are not permitted to be employed in any occupation.

When you've completed question 2, continue where you left off on page 17 in the Student Module Booklet.

- 5 3. a. In Lesson 3 you explored technological developments that contributed to the development of Canada. You had the opportunity to discover more about these developments by doing Going Further activities.

Do one of the Going Further activities from Lesson 3. Imagine that you have been asked to share your findings with a group of Social Studies 7 students. Write a short report of your findings in the space provided. Identify the topic you are reporting on.

Assessment Criteria for Question 3. a.	
Thought and Support <ul style="list-style-type: none"> • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • Audience, tone, and purpose have been considered. 	3 marks
Writing Skills <ul style="list-style-type: none"> • Word choices and sentence structures are effective. • The report has been edited to eliminate errors in spelling, punctuation, capitalization, and sentence structure. 	2 marks

Topic: _____

(There is more room for your answer on the following page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

③

b. Complete the following chart to assess your work.

One key skill I used:
One area where I need to improve:
One reason I am pleased with this work:

When you've completed question 3, continue where you left off on page 22 in the Student Module Booklet.

4. In Lesson 4 you investigated the impacts that increased industrialization and World War I had on Canadian society. Check your understanding of these impacts by answering the following questions. Answer in complete sentences.

④

- a. Identify four problems that Canadians faced because of industrialization.

②

- b. Which of the problems that you identified was the worst? Why?

②

- c. Did some groups of people suffer from the problems more than other groups? Explain.

When you've completed question 4, continue where you left off on page 29 in the Student Module Booklet.

- 8 5. In Lesson 5 you examined the economic effects of the changing role of women on early Canadian society. For this assignment, you'll need to enter the Module 6 Time Machine again. Set the dials, press the button, and go to Alberta in the early 1900s to the time when there was a great deal of debate over whether women should have the right to vote. When you arrive, choose one of the following roles:
- a person who supports women's suffrage (women should have the right to vote)
 - a person who is against women's suffrage (women should not have the right to vote)

When you have decided which role you will play, prepare a speech expressing your opinion. Be sure to provide support for your opinion.

Practise your speech. Try varying your volume, pace, and pitch. (Remember you are trying to persuade your audience that your point of view is the right one.) When you are satisfied with your oral presentation, you will deliver it orally. If you're working in a classroom, you can simply arrange to meet with your teacher. If you're working from a distance, you'll have to contact your teacher and work out a way for you to present your speech orally (for example, record it on a CD or leave it as a voice-mail message).

Your speech should last **no more than one and a half minutes**. To ensure your speech is effective use the following checklist.

Checklist for Question 5	
• Have I clearly stated my position?	
• Have I provided support for my opinion?	
• Have I presented my opinions persuasively and politely?	
• Did I speak clearly and pronounce all my words correctly and clearly?	
• Did I speak too quickly or too slowly?	
• Did I sound interesting? Did I vary the pitch of my voice?	
• Was my tone suitable for the message and my audience?	

Assessment Criteria for Question 5	
Ideas and Impression <ul style="list-style-type: none"> • The position is clearly stated. • The ideas are thoughtful and persuasive. • Supporting details are appropriate and relevant. • The language used is appropriate for the situation. 	4 marks
Presentation <ul style="list-style-type: none"> • The ideas have been articulated clearly and effectively. • Appropriate expression and emphasis have been used. • Pace, volume, and pitch are suitably controlled. • The student sounds confident and persuasive. 	4 marks

When you've completed question 5, continue where you left off on page 37 in the Student Module Booklet.

4

6. In Lesson 6 you learned that the Great Depression and World War II were bad times for Canada. Despite this, there were positive outcomes from these two time periods. Complete the chart that follows by giving **two** examples for each:

Bad Times	Positive Outcomes
The Great Depression	
World War II	

When you've completed question 6, continue where you left off on page 44 in the Student Module Booklet.

7. In Lesson 7 you researched a person you consider to be a great Canadian citizen. Then you wrote a profile of that person.

- 1
- a. List the sources of information that you used in your research.
-
-
-
-

- 8
- b. Polish the profile that you wrote in Lesson 7, and write it in the space provided. To ensure your profile is effective, use the checklist provided for question 4 of Lesson 7 on page 52 of your Student Module Booklet.

Assessment Criteria for Question 7. b.	
Thought and Support <ul style="list-style-type: none">• The ideas are interesting and well developed.• Supporting details enable the audience to visualize the subject clearly.• The beginning and the ending of the profile are effective.	4 marks
Writing Skills <ul style="list-style-type: none">• The ideas flow smoothly.• Word choices and sentence structure are effective.• The writing has been edited to eliminate errors in spelling, punctuation, capitalization, and sentence structure.	4 marks

(There is more room for your answer on the following page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

③

c. What did you learn about researching in this assignment? Write a brief assessment of your research skills. In your assessment, consider the following questions:

- What things do I know now—and what do I know how to do—that I didn't know before?
- What areas of researching do I need to work on?
- What steps can I take to increase my skills in researching?

When you've completed question 7, submit this Assignment Booklet for assessment. Then continue where you left off on page 52 in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
